

French Progression of Skills & Knowledge

Sapphire Class (Year 3 & 4) - Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
J'apprends le français	L'ancienne histoire de la Grande-Bretagne	Je peux...	Les instruments	Petit Chaperon rouge	Les fruits
<p>I can locate France, Paris and a few key cities on a map.</p> <p>I can say my name</p> <p>I can say how I am feeling</p> <p>I know up to 10 colours</p> <p>I can count from 1-10 in French.</p>	<p>I can name in French, the six key periods of Ancient Britain, introduced in chronological order.</p> <p>I can say in French three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was.</p> <p>I can remember accurately from memory and use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p>	<p>I can recognise, remember and spell 10 action verbs in French.</p> <p>I can use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</p> <p>I can combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).</p>	<p>I can name and recognise up to 10 instruments in French.</p> <p>I can attempt to spell some of these nouns with their correct definite article / determiner in French.</p> <p>I can learn how to say "I play an instrument", in French.</p>	<p>I can sit and listen to a familiar story being told in French.</p> <p>I can use picture and word cards to recognise and help retain new language.</p> <p>I can remember key parts of the body in French.</p>	<p>I can name, recognise and remember up to 10 fruits in French.</p> <p>I can attempt to spell some of these nouns with their correct article / determiner.</p> <p>I can ask somebody in French if they like a particular fruit.</p> <p>I can say what fruits I like and dislike in French.</p>

Sapphire Class (Year 3 & 4) - Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Les Animaux	Les super-héros	Les glaces	Les formes	Les saisons	Les légumes
<p>I can name and recognise up to 10 animals in French</p> <p>I can attempt to spell some of these nouns with their correct indefinite article</p> <p>I can pretend that I am a particular animal using the 1st person singular of the verb être (je suis = I am).</p>	<p>I can recognise, recall, and remember the six colours presented in this unit in French.</p> <p>I can recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'.</p> <p>I can present and describe myself as a superhero.</p>	<p>I can name, recognise and remember up to 10 ice-cream flavours in French.</p> <p>I can attempt to spell some of these flavours.</p> <p>I can use the structure 'je voudrais...' plus an ice-cream flavour.</p> <p>I can say whether I would like a cone or pot and possibly how many scoops.</p> <p>I can say 'please' and 'thank you' in French.</p>	<p>I can name, recognise and remember up to 10 shapes in French.</p> <p>I can attempt to spell some of these shapes in French.</p> <p>I can attempt to remember which shapes are un or une.</p> <p>I can revise and/or learn numbers 1-5 in French</p>	<p>I can name (with accurate pronunciation) and remember the four seasons with the correct article/determiner.</p> <p>I can say and/or write a short sentence about what happens in Spring / Summer / Autumn & winter</p> <p>I can say which season is my favourite and justify my answer</p>	<p>I can name, recognise and recall from memory up to 10 vegetables in French.</p> <p>I can attempt to spell some of these nouns with their plural article/determiner.</p> <p>I can use the high frequency verb je voudrais from the verb vouloir, to want in French.</p>

Progression of Skills & Knowledge – Sapphire Class (Year 3 & 4)									
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Listening progression within each topic		Speaking progression within each topic		Writing progression within each topic		Reading progression within each topic		Grammar progression within each topic	
<p>I can repeat words modelled by teacher</p> <p>I can show understanding with an action.</p> <p>I can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>I can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>I can pick out known words in an 'authentic' conversation</p> <p>I can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>I can learn specific vocabulary; develop accuracy in pronunciation by listening to & repeating recordings of authentic speakers.</p> <p>I can recognise a familiar question and respond with a simple rehearsed response</p> <p>I can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>I can use common phrases</p> <p>I can develop accuracy when pronouncing phrases, by listening to & repeating recordings of authentic speakers.</p> <p>I can perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>I can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>I can copy simple vocabulary</p> <p>I can write some single words from memory, with plausible spelling.</p> <p>I can, with support, substitute one element in a simple phrase to vary the meaning</p>	<p>I can write simple words and several short phrases from memory</p> <p>I use understandable spelling.</p>	<p>I can begin to recognise written vocabulary/ single words</p> <p>I can begin to recognise written phrases</p>	<p>I can begin to recognise simple written phrases</p> <p>I can recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>I can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>I can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>I can use indefinite and definite articles with singular and plural nouns.</p> <p>I can use prepositions of place and sequencers.</p>

French Progression of Skills & Knowledge

Emerald Class (Year 5 & 6) - Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Je Me Présente	As-Tu Un Animal?	Quel Temps Fait-Il?	Les Vêtements	Les Habitats	Les Jeux Olympiques
<p>Reconnect - France & French speaking countries</p> <p>I can ask <i>bonjour, ça va?</i> (hello, how are you?) give a reply <i>ça va bien, ça va mal</i> etc (I am well, I am not so well etc) and end my conversation with <i>au revoir</i> (goodbye).</p> <p>I can say <i>je m'appelle</i> (I am called. / my name is...) and ask someone else <i>comment tu t'appelles?</i> (what is your name?)</p> <p>I can say numbers 10 to 20.</p> <p>I can ask <i>quel âge as-tu?</i> (how old are you?) and reply with <i>j'ai ... ans</i> (I am ... years old)</p> <p>I can consolidate numbers 10 to 20 with listening exercise.</p> <p>I can say 'je suis' + nationality.</p> <p>I can discuss and explain why nationality spellings change with gender</p>	<p>I can say the noun and article for 8 pets to answer target question "Do you have a pet?"</p> <p>I can consolidate the article and nouns for eight common pets and learn how to use "J'ai" (I have...) plus the connective "et" (and).</p> <p>I can consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and learn the phrase "qui s'appelle" (that is called).</p> <p>I can consolidate the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)</p>	<p>Reconnect - Days of the week</p> <p>I can use nine key weather phrases</p> <p>I can write and spell correctly nine key weather phrases</p> <p>I can read and/or listen to vocabulary on the days of the week and weather descriptions.</p> <p>I can use key weather phrases with a particular focus on map work</p> <p>I can learn about some of the main French cities</p> <p>I can use compass points (<i>dans le nord / dans le sud</i> etc.) and incorporate this with the weather vocabulary learnt</p> <p>I can create an authentic weather forecast in French</p>	<p>Reconnect - Days of the week</p> <p>I can say 20 items of clothing with a strong focus on using the correct gender / article for each item.</p> <p>I can use the 'je porte' (I wear) form of the verb <i>porter</i> using clothing items</p> <p>I can use the regular endings of the verb <i>porter</i></p> <p>I can listen to and respond to a recording and a script</p>	<p>I can say the five key elements plants and animals need to thrive and survive in their habitat - shelter, food, air, sun and water.</p> <p>I can say the five different habitat examples in the world including the Sahara Desert and the Amazonian tropical rainforest.</p> <p>I can say which plants grow in each of the five different habitats we are studying. They include cactus, tall trees and seaweed.</p> <p>I can say which animals live in each of the five different habitats we are studying. They include the spider monkey, camel and shark.</p> <p>I can make a habitats presentation to the rest of the class in French.</p>	<p>I can identify the history of the ancient Olympics; When it started? Why it started? Who competed? What did winners get? Why did the games stop?</p> <p>I can identify the background of the modern Olympic games; When they restarted and why? Who competed? What do winners get? Details regarding the Olympic rings, the Olympic flag, the Olympic torch and the Olympic flame.</p> <p>I can use the positive and negative when expressing if someone does or does not do a particular sport.</p> <p>I can use the grammar required to correctly use the verb 'faire' (to do) in respect of expressing if someone does or does not do a particular sport.</p> <p>I can identify famous Olympians and look at their nationalities as well as the sports they do.</p>

Emerald Class (Year 5 & 6) - Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Chez Moi	La Famille	Au Café	En classe	Boucle d'Or Et Les Trois Ours	Quelle Est La Date Aujourd'hui?
<p>I can identify and say two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.)</p> <p>I can say the vocabulary for the first set of five rooms of the home.</p> <p>I can use the noun for each room with its appropriate indefinite article "une" (feminine) or "un" (masculine).</p> <p>I can use the phrase "chez moi il y a..." (in my home there is/are...)</p> <p>I can change the positive phrase "chez moi il y a..." (in my home there is/are...) into the opposite / negative phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...)</p> <p>I can bring together all of the language learnt in this unit in a variety of speaking and writing activities</p>	<p>I can say (with accurate pronunciation) and remember the nouns and the appropriate definite article for my family members</p> <p>I can say possessive adjectives</p> <p>I can understand that there are 3 words for 'my'</p> <p>I know when to use 3 words for 'my'</p> <p>I can ask and answer the question: 'Do you have any brothers or sisters?'</p> <p>I can understand that, if they are an only child, my answer will vary depending on whether I am a boy or a girl</p> <p>I can introduce my family members by saying what they are called.</p> <p>I can count up to 70 in French (with the opportunity of continuing to 100)</p> <p>I can say how old my family members are</p>	<p>I can use vocabulary for a range of drinks with article</p> <p>I can use vocabulary for a range of foods with article</p> <p>I can order something to eat and drink in a French café</p> <p>I can ask 'What do you eat for breakfast?' in a class survey</p> <p>I know typical snacks & drinks that can be ordered in a French café</p>	<p>I can identify and say 11 items of classroom stationery grouped by gender (masculine, feminine or plural)</p> <p>I can say 'j'ai...' and 'je n'ai pas de...' to say what I have and do not have in my pencil case</p> <p>I can understand and respond to a full range of classroom commands and instructions</p>	<p>I can develop my listening skills in French</p> <p>I can develop my understanding of the vocabulary presented in the story</p> <p>I can write my own version of the story following a structured storyboard approach</p>	<p>Quick revision of days of the week required</p> <p>I can say the months of the year</p> <p>I can correctly pronounce and spell the twelve months of the year</p> <p>I can listen, read and match vocabulary</p> <p>I can say the date in French 'quelle est la date aujourd'hui?'</p> <p>I can ask and answer the key question 'quand est ton anniversaire?'</p> <p>I can create a French calendar</p>

Progression of Skills & Knowledge - Emerald Class (Year 5 & 6)									
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Listening progression within each topic		Speaking progression within each topic		Writing progression within each topic		Reading progression within each topic		Grammar progression within each topic	
I can begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.	I can listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.	I can ask and answer questions on the current topic.	I can engage in short scripted conversations	I can copy simple vocabulary	I can write simple words and several short phrases from memory	I can read and show understanding of more complex written phrases	I can practise reading longer texts aloud, containing taught phrases and vocabulary	I can use all persons of several regular verbs in the present tense (with the support of a frame).	I can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.
I can understand the main points of a short, spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	I can understand a short passage made up of familiar words and basic phrases	I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	I can speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence	I can write some single words from memory, with plausible spelling.	I use understandable spelling.	I can read and show understanding of a piece of writing based on the current topic	I can understand a short text made up of short sentences with familiar language on a familiar topic.		
			I can ask and answer simple questions on a few very familiar topics.	I can, with support, substitute one element in a simple phrase to vary the meaning		I can read short passages and pull answer questions on what they have read.	I can use a dictionary or word list.		